

Course _____ Period _____ Teacher _____
 Unit _____ Day _____ Date _____

Time Frame	Components [Responsibility/Grouping]	Assessment
10 min.	Review/Objective [Teacher/Large Group]	
10 min.	Instructional Input (lecture, demonstration, directed discussion) [Teacher/Large Group]	
10 min.		
10 min.		
10 min.	Student Activity (experiment, problem solving, simulation, cooperative learning) [Student/Small Group, Pairs]	
10 min.		
10 min.		
10 min.	Debriefing [Teacher, Student/Large Group]	
10 min.	Closure [Teacher/Large Group]	

Homework Assignment:



Course English III Period 1 Teacher Ann Bagley
 Unit The Individual and Society Day 1 Date 8/11/03

Time Frame	Components [Responsibility/Grouping]	Assessment
10 min.	Review/Objective [Teacher/Large Group] Introduce the unit. Discuss reading, writing, grammar and SAT objectives on the syllabus for the first twenty days of school.	
10 min.	Instructional Input [Teacher/Large Group] (lecture, demonstration, directed discussion) 1.02 Think-Pair-Share What is a nonconformist? Is it more important to be liked or to be respected? What is belonging?	Make anecdotal notes of responses.
10 min.	4.01 Introduce <i>Stargirl</i> by Jerry Spinelli. Do a read aloud of chapter 1.	Monitor students' two-column notes.
10 min.	2.03 Give a mini-lecture on Transcendentalism emphasizing intense individualism and 5.01 self-reliance. Have students make two-column notes on the scaffold provided.	
10 min.	Student Activity [Student/Small Group, Pairs] (experiment, problem solving, simulation, cooperative learning)	Check small group answers.
10 min.	4.01 Question-Answer Relationships (QARs) on Chapter 1 Work in groups of 3 to determine which type of question (Right There, Think and Search, Author and You and On My Own) as well as the answer to each teacher-crafted question.	
10 min.	6.01 Grammar – Sentence Variety Use paragraph 2 of Chapter 1. Label Spinelli's use of simple, compound, and complex sentences as well as a functional fragment.	
10 min.	Debriefing [Teacher, Student/Large Group] 1.02 On a 3 x 5 note card have students write a short paragraph giving evidence from Chapter 1 that Stargirl is a self-reliant individual. Remind them to vary their sentences like the author did in paragraph 2.	Collect cards for first daily grade.
10 min.	Closure [Teacher/Large Group] Have several students share their cards. Give a hook for 8/12: In your reading tonight you will get to examine many students' theories of who Stargirl really is. Come prepared tomorrow to give your reaction to Stargirl and to work in groups to craft QARs for the chapters you read.	

Homework Assignment:

Course _____ Period _____ Teacher _____
 Unit _____ Day _____ Date _____

Time Frame	Components [Responsibility/Grouping]	Assessment
10 min.	Review/Checkpoint [Teacher or Student/Small Group]	
10 min.		
10 min.	Instructional Input [Teacher or Student/Large Group] (inquiry, discovery, case method, cooperative learning)	
10 min.		
10 min.	Student Activity [Student/Small Group or Pairs] (research – days 1-3, presentations – days 4-5)	
10 min.		
10 min.		
10 min.		
10 min.	Closure [Teacher or Student/Large Group]	

Homework Assignment:

Course _____ Period _____ Teacher _____
 Unit _____ Day _____ Date _____

Time Frame	Components [Responsibility/Grouping]	Assessment
10 min.	Focus/Checkpoint/Update [Student or Teacher/Individual] (seminars, tutorials, case studies, individual contracts)	
10 min.		
10 min.		
10 min.	Student Activity [Student/Small Group, Pairs or Individual] (research – days 1-3, presentations – days 4-5)	
10 min.		
10 min.		
10 min.		
10 min.		
10 min.	Debriefing/Closure [Teacher or Student/Large Group]	

Homework Assignment:



Course _____ Period _____ Teacher _____
 Unit _____ Day _____ Date _____

Time Frame	Components	Assessment
10 min.		
10 min.		
10 min.		
10 min.		
10 min.		
10 min.		
10 min.		
10 min.		
10 min.		

Homework Assignment:



Lesson Cycle

Focus Activity

- brief
- motivating/creative
- related to objective
- related to previous learning

Instructional Objective

- specific
- tied to NCSCOS

Instructional Presentation

- "meat" of the lesson
- in-depth explanation
- model expected learning (objective)
- use a variety of methods
- keep it focused on the objective

Checking for Understanding

- brief
- monitor student learning
- use a variety of strategies

Reteach/Adjust Instruction

- clear up misunderstandings
- explain objective using different method

Closure

- brief
- related to the objective
- summarizes lesson
- sets stage for next lesson

Daily Lesson Plan

Teacher:	Subject:	Date:	Grade:
NCSCOS OBJ. #:			
Unit:			
Learner's Characteristics			

Steps	Strategy	Teaching/Learning Activity	Materials	Time	Bloom's Level
Focus					
Objective					
Teaching Strategy					
Student Activity					
Independent Activity					
Closure					
Assessment					

Module 3: Effective Teaching and Instructional Planning
Session 3

RUBRIC: ELEMENTS OF SIX-STEP LESSON DESIGN

Focus/Review

- ☐ First step.
- ☐ Focuses the learner's attention.
- ☐ Relates previous learning.
- ☐ Diagnoses prerequisite skills.
- ☐ Gives reason why the lesson is important.

Statement of Objective

- ☐ Second step.
- ☐ Lets the learner know exactly what is expected.
- ☐ Alerts the learner to essential learning.
- ☐ Written in terms of student learning.

Teacher Input

- ☐ Third step.
- ☐ Uses a variety of methods (lecture, demonstration, role play).
- ☐ Utilizes a wealth of instructional materials (audio, visual, and kinesthetic).
- ☐ Includes checking for understanding, monitoring and adjusting during the presentation.

Guided Practice

- ☐ Fourth step.
- ☐ Provides for closely monitoring the learners as they attempt to practice new learning.
- ☐ Includes several examples or opportunities for practice.
- ☐ Provides practice for all the learning activities presented in teacher input.

Independent Practice

- ☐ Step five.
- ☐ Learners practice new learning alone to internalize new skills and acquire speed and fluency.
- ☐ Allows teacher to circulate to note student progress.

Closure

- ☐ Step Six.
- ☐ Summarizes the major concepts of the lesson.
- ☐ Provides a reason to look forward to the next lesson.

Major Components of a Lesson Plan

Content/Topic: _____

- Review/Focus
- Statement of Objectives
- Direct Instruction
- Guided Practice
- Debriefing
- Closure